

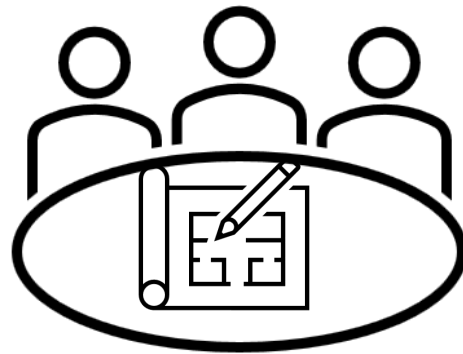
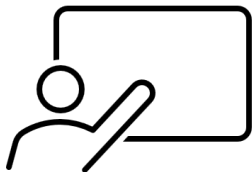
Getting published in 'Research in Learning Technology': A Workshop with the editors

ALT-C 6th September 2021

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Please introduce yourself in the
text chat: your name and where
you are

What are we doing today?



We will talk about:

- Why submit to ‘Research in Learning Technology’?
- Where to start
- Common pitfalls
- What reviewers and editors look for

We will ask you to participate by:

- Typing in text chat
- Chatting with others in a breakout room
- Editing a Google document

About 'Research in Learning Technology'

“RLT publishes articles in the following broad areas: technology enhanced learning, online learning, distance learning, mobile learning, flexible learning, wearable technologies, simulation, learning environments, learning spaces, pedagogy, open educational practice and social media.

- Open Access ([CC by 4.0](#)) (Self archiving encouraged)
- 1993-
- Rolling publication
- 19 articles published in 2021
- Research in Learning Technology [has a 2017 SJR of 0.784](#)
- Peer reviewed
- Uses [iThenticate](#) to screen for similarity
- Integrated with [Publons](#)



Activity 1: Article Titles

Decide which of the titles below you would accept or reject for publication in RiLT

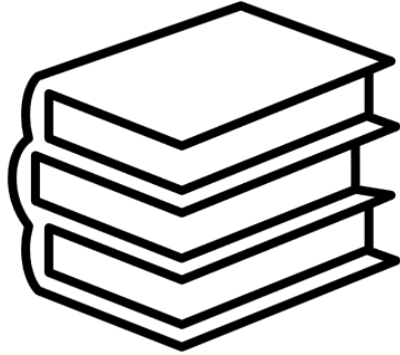
| Accept | Reject |
|--------|--------|
| | |

1. The Effect of Educational Practices on School Students' Natural Disaster Protective Behaviour
2. A chemistry laboratory platform enhanced with virtual reality for students' adaptive learning
3. Engaging the control-value theory: a new era of student response systems and formative assessment to improve student achievement
4. Using a video tutorials for research methods training: teaching research methods in the civil service
5. Non-institutional learning technologies, risks and responsibilities: a critical discourse analysis of university artefacts
6. Tablet Computers in Primary Schools: Developing 21st Century Learners

Whole group feedback

How did you decide to accept or reject?
Type in the chat or turn on your mic to tell us.

Where to start?



Researching and publishing is...

“entering a **scholarly conversation**”

Pat Thomson, Patter (blog)

<https://patthomson.net/>

Editors say...

“locating the argument within the **discipline** is key”

Don't underestimate the importance of theory

- Can be used to explore an aspect of digital technology from a particular conceptual or theoretical angle
- Should align with research philosophy
- Used meaningfully and well integrated

...and:

“it’s wise to know **what has already been written broadly**, so as not to
re-invent the wheel”

“**Reading literature reviews** in a particular field can provide the writer
with **a broad understanding** of where the issue they want to write about
sits within the literature.”

Some critical thinkers to start with

- Bayne, S. (2015). What's the matter with "technology-enhanced learning"? Learning, Media and Technology, 40(1), 5–20.
<https://doi.org/10.1080/17439884.2014.915851>
- Selwyn, N. (2016). Minding our language: why education and technology is full of bullshit ... and what might be done about it. Learning, Media and Technology, 41(3), 437–443. <https://doi.org/10.1080/17439884.2015.1012523>
- Weller, M. (2020) 25 Years of EdTech (eBook),
<https://www.aupress.ca/books/120290-25-years-of-ed-tech/>
- Bali, M. (-2021) Reflecting Allowed (Blog) <https://blog.mahabali.me/>
- Hybrid Pedagogy <https://hybridpedagogy.org/critical-digital-pedagogy-definition/>

Don't forget about ethics

Many journals ask on submission for evidence that research has been approved by an institution's ethics committee

Think about it from the beginning

Find collaborators



Quick-fire activity: Let's get desk-rejected!



Photo by [Matt Seymour](#) on [Unsplash](#)

Pitfalls in researching digital education...

- Mistaking evaluation for research (see next slide)
- Not moving beyond single tool-use in a single scenario
- Being technologically deterministic
 - Focussed on the practical at the expense of the theoretical
 - ‘what works’
- Ignoring either the history or depth of the topic
- Ignoring the recent developments and parallel research
- Lack of criticality

Research

- Purpose is testing a hypothesis and producing **generalizable** findings, *or* generating **new knowledge or insights** on topic which may not be generalizable
- Questions originate with **scholars** in a **discipline**
- Quality and importance judged by **peer review** in a discipline
- Ultimate test of value is **contribution to knowledge**

Evaluation

- Purpose is to determine the **effectiveness**, usability or appeal of a specific service or practice
- Questions originate with all key **stakeholders** and intended users of evaluation findings
- Quality and importance judged by **those who will use the findings to take action and make decisions**
- Ultimate test of value is **usefulness to improve** effectiveness, usability or appeal

Think bigger than your context, for example you could think about...

“Exploring an aspect of digital technology from a particular conceptual or theoretical angle”

What are reviewers and editors
looking for?

Knowledge about the Research in Learning Technology

- Familiarise yourself with the journal
- **Read articles from the journal**
- Look at articles that have scored well in terms of numbers of **downloads**
- Follow **Journal Guidelines**,
 - particularly about **word length**
- Some major publishers of academic journals (Sage, Elsevier, for example) **publish helpful hints** for aspiring authors
- If you aren't sure, email the editor to ask “Does this sound suitable...?”

Uniqueness

look for a **hook for the reader that takes the knowledge and ideas already published a step further,**

or

adopt a **particular stance or framework to analyse an issue,**

or

builds on previous writing in that area but broadens the context, research participant numbers, etc.

Academic Writing

- There's no short-cut for publishable academic writing
- Know the difference between writing as thinking vs writing as communicating
- Academic English 'standards'
- Unsubstantiated claims and normative language
- Cycles of editing and proof-reading
- Co-write or buddy-up to proof read
- Know your audience

From the editors...about structure

- Knowing the **structure** of a research paper is essential
- The **introduction** needs to do the heavy lifting in terms of setting the scene and locating the paper, any that have a weak introduction are not going to be well received
- A seemingly small thing is to provide useful **keywords** - as that really helps to get it out to appropriate reviewers quickly

Activity 2: Breakout Rooms and Padlet - Build a paper

Instructions:

1. Agree on the title of an imaginary paper (or use one from earlier)
2. Add columns for the sections you would expect to find in that paper
3. If you have time, add ideas for content under each heading

A presenter will come into your room to give you your Padlet link

Any issues with links, accessibility or technical stuff, use the
Call for help button.

Whole group feedback

What issues came up in your discussions? Type in the chat or turn on your mic to tell us.



Q&A

Resources

- Global OER Graduate Network (GO-GN) Research Methods Handbook
http://go-gn.net/gogn_outputs/research-methods-handbook/
- Pat Thomson's blog <https://patthomson.net/>
- Inside Higher Ed (2019) 25 Chances to increase your chances at publication
<https://www.insidehighered.com/advice/2019/05/15/how-increase-your-chances-getting-your-work-published-scholarly-journal-opinion>
- How to write an abstract <https://users.ece.cmu.edu/~koopman/essays/abstract.html>
- Google's ranking on 'education technology'
https://scholar.google.co.uk/citations?view_op=top_venues&hl=en&vq=soc_educationaltechnology

Papers from abstracts task

- Room 1: Selwyn, N., & Aagaard, J. (2021). Banning mobile phones from classrooms—An opportunity to advance understandings of technology addiction, distraction and cyberbullying. *British Journal of Educational Technology*, 52(1), 8-19.
- Room 2: Okada, A., Noguera, I., Alexieva, L., Rozeva, A., Kocdar, S., Brouns, F., ... & Guerrero-Roldán, A. E. (2019). Pedagogical approaches for e-assessment with authentication and authorship verification in Higher Education. *British Journal of Educational Technology*, 50(6), 3264-3282.
- Room 3: AlDahdouh, A. A. (2021). Information search behavior in fragile and conflict-affected learning contexts. *The Internet and Higher Education*, 100808.
- Room 4: Chen, B., Chang, Y. H., Ouyang, F., & Zhou, W. (2018). Fostering student engagement in online discussion through social learning analytics. *The Internet and Higher Education*, 37, 21-30.
- Room 5: Gallagher, M., & Breines, M. (2021). Surfacing knowledge mobilities in higher education: reconfiguring the teacher function through automation. *Learning, Media and Technology*, 46(1), 78-90.
- Room 6: Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14(1), 1-20.

Horizon scanning

- Engaging students in webinars
 - Flexible teaching (hybrid classrooms/hyflex)
 - Socially distanced classrooms
 - Staff & student wellbeing
 - Academic & professional staff and technology
- Student as co-creators
 - Digital in/equity
 - Universal design for learning
 - Decolonisation
 - Collaborations (particularly international)
 - Open data & open education practices